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ABSTRACT

The focus of this manual is on the step-by-step development and implementation of a continuous-progress reading program--a system that permits instruction at each student's diagnosed level of ability. Analysis of program development includes advice on choosing a committee, writing the program, and presenting the program to others. The implications of a continuous-progress program for school management, classroom management and organization, and grading are outlined, and the use of several types of materials is discussed: textbooks, workbooks, programmed texts, nontechnological materials, and learning-activity packets. Suggestions for evaluation of the students and the program itself are provided. Appendixes include beginning-grade skill objectives and learning activities, a reading record card for skill objectives, a diagram of the continuous-progress model discussed in the manual, and skill objectives for grade one (spanning phonetic analysis, structural analysis, context clues, and dictionary, study, and reading skills). (RS)

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A MODEL FOR DEVELOPING A CONTINUOUS PROGRESS PROGRAM

April, 1977

A Manual for Teachers and Administrators

Concerned with Improving Reading

Prepared by a Group Working with

The Rhode Island State Right to Read Program

Division of Development and Operations Rhode Island Department of Education

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FORWARD

The National Right to Read Effort emerged in response to a decade of educational queries, assessments, and concerns regarding the reading achievement of American citizens. Throughout the 1960's, national studies and regional surveys underscored the severity of the problem and provided ideas as to the reasons for the condition.

The development of a national reading effort was conceptualized in 1969 by former U.S. Commissioner of Education, Dr. James E. Allen Jr., as a realistic response to the well documented reading problem. He noted in his September 23, 1969, speech to the Association of State Boards of Education that," . . . Those who do not gain the ability to read in the course of their early education, lack a skill necessary to all other areas of learning and are being denied a fundamental educational right - - - the right to read."

The goal of the National Right to Read Effort is to increase functional literacy so that by 1980, 90% of the population, 16 years of age and older and 99% of those under 16 years of age would possess the reading skills and competencies essential for an effective and productive life. In order to reach this goal, Right to Read was designed as a coordinated endeavor of all segments of society, public and private, professional and non-professional. Right to Read is not a "program" it is a set of processes combining all resources available. At the heart of the Right to Read Effort is a systematic planning strategy implemented at the national, state, and local levels.

The Rhode Island Right to Read Effort began in the Summer of 1973 with four (4) pilot local education agencies (LEA's). As of June 1976 there were 24 LEA's in the program. Six (6) new LEA's will be selected for the 1976-1977 school year.

This particular manual was developed by a team of four people - - three local Right to Read directors and a reading specialist. The concept of a Continuous Progress Reading Program was identified as a major need in Rhode Island reading. Consequently, the State Right to Read Effort as part of its service and support function supported the development of a manual on Continuous Progress Reading Programs. The focus of the manual is on the pragmatic step-by-step development and implementation of such a program. The purpose of the manual is to assist persons charged with the development of a Continuous Progress Reading Program accomplish their task. It is my hope that these materials will be valuable to practitioners in the LEA's and other institutions and agencies charged with improving reading programs.

John C. Pitman
State Director
Right to Read, Rhode Island

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I. INTRODUCTION

Learning environments consist of systems of persons, programs, and activities organized to foster the developmental fulfillment and desired behavioral patterns of all learners. Classrooms are the formally organized learning environments where certain identified concepts, skills, and attitudes are taught. A curriculum, therefore, is developed to accomplish the task of teaching these selected concepts, skills, and attitudes.

In writing a guide for any type of curriculum, it is important to be aware that only a process can be considered, since each school system has its particular needs and each will have to assess those needs. Each school system's curriculum will, thus, be unique in order to fulfill their individual needs.

This guide is designed as an example of how to go about writing and developing a Continuous Progress Program. It should be understood that there may be many other ways and methods of accomplishing the task. As you follow this guide, you may find you do not need all of the suggested steps, or you may find you need additional steps. Each school system and Continuous Progress Committee will have to make their own assessment and judgment of each of the suggested steps and choose those that work for them in fulfilling their needs.

II. DEVELOPING A CONTINUOUS PROGRESS PROGRAM

In developing a Continuous Progress Program, there are three important steps to be considered: choosing a committee, writing the program, and implementing the program.

Choosing a Committee

Choosing your committee can be the most important decision you make, for these are the people who will not only write your Continuous Progress Program, but also "sell" it to your school system. Considering the following steps should assure you of a well-rounded, workable committee:

1. Establish a Need for Continuous Progress

   This can be done, through a needs assessment where administrators, principals, and teachers have indicated that such a program is lacking in your system. You may devise your own needs assessment instrument, adapt a commercially prepared instrument, or adopt a commercially prepared instrument. State or system-wide test results could indicate a need for a Continuous Progress Program. If your system fell below state or national norms in reading, or in any other program area, for a period of at least three (3) years, it may indicate a need to examine a new curriculum design, such as Continuous Progress.

2. Establish Administrative Support

   Once a need for a Continuous Progress Program is established, you can use the "need" to establish administrative support. Present the results of the needs assessment and test result data to the administration. Also present examples of other successful Continuous Progress Programs that exist in other communities. If a curriculum director or director of instruction exists in your system, he can be

most helpful. If not, present your "need" information to the superintendent. Present him with a plan of action that you would like to follow and ask for the authority to examine a Continuous Progress Program with some teachers and other administrators in your system.

3. Sound-Out Teachers and Principals

Informally, talk with principals and teachers to learn what their ideas are on a Continuous Progress Program - Do they know what it is? How it works? Do they believe it could work in your system. Choosing people who believe in and are committed to Continuous Progress is most essential.

4. Choose Committee Members

It is important to choose a committee that is neither too large nor too small. If it is too large it will be unworkable. If it is too small you may exclude necessary skills. Choose five (5) to twelve (12) people whom you feel will work well together and believe in a Continuous Progress Program. It is probably wiser to be too small rather than too large initially, since you can always add people with specific skills on an *ad hoc* basis as you proceed. The following are suggested types of people who should be included:

a. curriculum director or director of instruction

b. reading specialists

c. principals

d. teachers (if your Continuous Progress Program will involve only elementary, choose teachers from both primary and intermediate: if it will involve both elementary and secondary, choose teachers from each level involved).

e. Other people you feel will be an attribute to your committee, i.e., resource persons with expertise in that field either within or outside the system.

Having at least one person from each of these areas, provides a wide range of viewpoints and expertise. It will also be most helpful when you start implementing your program.

Writing the Program

The length of time it will take to actually write your Continuous Progress Program will depend upon what age levels you include, how well your committee works together, and whether or not you have released time. It should be noted that there is no definite time period for completion of this task.

The first meetings of the committee are most important, for there are crucial things upon which the committee must decide:

What will the end product be?

Having on hand and perusing samples of other Continuous Progress Programs that are in operation should aid in deciding what your end product will be.

Consider the following:

1. What forms will the end product be in? (a manual, guide, chart cards)
2. What grades will it encompass? (primary, intermediate, secondary, or all of these)
3. Who will use it? (classroom teachers, reading specialists)
4. How will it be implemented? (by all schools, one school, and/or a few pilot schools)
5. How will it be divided? (a section for each grade; grades grouped together - primary, intermediate, etc.; or a section for each instructional level - pre-primer, primer, 3^1, 3^2, etc.)

What topical areas will be included in the end product?

What you include in your Continuous Progress Program will be unique to your system. Having on hand and perusing either scope and sequence skill charts or the teacher's editions for each program currently being used in your system will provide the information for deciding what you want included. These materials can be obtained from various publishers, colleges, State Department of Education, and/or other LEA's.

Consider the following:

1. What sub-topics within each topical area are to be included? (in reading, you may want to choose areas such as vocabulary, comprehension, silent and oral reading, literary appreciation, etc.)
2. How many skill objectives per sub-topic are to be included? (keep it manageable)

Having decided what your end product will be and what it will include, you are ready to:

1. Divide the committee into groups or pairs.
2. Assign each group or have each group choose a work area.
3. Provide each group with a scope and sequence skills chart or teacher's edition for each program in their work area used in your system so that they may carry out two tasks:
   a. peruse each skills chart or teacher's edition and choose those skills (in the work group's assigned or chosen area) that are common to each program
   b. choose from the list of common skills, those skill objectives that the work group wants to include in the end product.

Each work group or pair should meet as many times as necessary to complete the above two tasks. It is not essential that the entire committee meet until each group has completed their responsibilities. However, you may find that the full committee either needs to meet or that more can be accomplished by combining work groups or by working as a full committee.

After each group has chosen the skill objectives they deem important the full committee should hold a hands-on working session. Prior to the hands-on working session of the full committee, each work group should provide every committee member with a list of the skill objectives they have chosen, so that all skill objectives in all areas can be discussed. During the working session, omissions, additions, and changes to the skill objectives should be made as concensus is reached. This process may take one meeting, or it may take many meetings, depending upon the degree of agreement within the group and the number of objectives presented.

Once agreement is achieved, it will be necessary to decide upon the exact format your Continuous Progress Program is to follow - one that will be most beneficial, manageable and operational in terms of your system's needs. Perusing samples of other Continuous Progress Programs should be most helpful here. Once the desired format is determined, you are then ready to set up the selected skill objectives according to the format. This activity can be accomplished by the full committee or by work groups who then report back to the full committee.

Next, some thought and consideration by the committee must be given to evaluation measures. How is the person using the selected skill objectives going to evaluate whether or not the objectives have been met? At this time, it seems more feasible to suggest evaluation measures already in use in your system than to create new ones. Simply listing four (4) or five (5) possible evaluation measures that could be used for each skill objective seems

sufficient at this point. It could, however, be that you may want or need to construct your own evaluation measures at a future date. This will be discussed under the evaluation section.

Your Continuous Progress end product is now near completion. There is one step that can be taken that may be of assistance to you when you start implementing the program. At an orientation meeting, present all administrators and principals in your system with a copy of your end product as it looks after all omissions, additions, and changes to skill objectives have been made and after the selected skill objectives have been written in the decided format. Explain briefly what your end product is, how it came about, and the steps you took in developing the end product. Then ask the principals and administrators to review the product and make any suggestions they have in terms of content and format. Make any changes that are warranted and finalize, proofread, and edit your end product, in preparation for implementation. Though the above review process may take more time, it will also develop administrative involvement and secure much needed support for the implementation of your Continuous Progress Program.

Implementing the Program

It is most important to carefully plan for the implementation of your Continuous Progress Program. Your end product for Continuous Progress will not be successful if all involved do not understand or support your efforts. This stage should involve four segments of people:

1. principals and adminstrators
2. teachers
3. parents
4. students

Principals and Administrators

This should be a fairly easy task, since you have already held an

orientation meeting for principals and administrators and incorporated their suggestions into your Continuous Progress Program. You should follow-up with a workshop for principals and administrators to discuss your implementation plans. The workshop, coordinated and run by you and your committee members, should go into detail about the following:

1. Who will use the product?
2. How will the product be used?
3. What role should administrators and principals play?
4. What are the possible implications of your Continuous Progress Program for the school system and for individual schools?

The principals and administrators will not be as directly involved with the Continuous Progress Program as will the teachers. However, it is the responsibility of administrators and principals to support the program and see that it is implemented in their schools and throughout the school system. A Continuous Progress Program may mean that the management system in each school warrants modification. It must be organized and structured, yet flexible. It may mean that the reporting methods in your system will need changing to better coordinate with your Continuous Progress Program. Also, it may mean that your evaluation measures need modification. Administrators and principals should be made aware of these implications so that they can act upon them at some future time.*

Teachers

Teachers will be using the Continuous Progress Program. It will be a little more difficult to convince them, for they will, no doubt, see it as more work for them. It would be appropriate at this point to have an in-service session for your teachers featuring a teacher from outside your system who has worked with a Continuous Progress Program. Hearing a teacher

*Alternative procedures for management, reporting, and evaluation are discussed in chapter 3 and chapter 5.

who is acutally working with a Continuous Progress Program may be more convincing than listening to people from within your own system describe a proposed program.

At a follow-up workshop session conducted by you and your committee members, the teachers should be made aware of the same facts as were presented to the administrators and principals. The implications for teachers will be different and should be discussed in some detail.

Some possible teacher implications for workshop discussion are:

1. Student Groupings

   In a Continuous Progress Program the initial groupings of students may have to be more extensive than presently exist. Also the needed grouping for various skills may constantly change in order to better meet the needs of students progressing at different rates.

2. Individual Student Needs

   Teachers may have to become more aware of each individual student's rate of progress. Under a Continuous Progress Program each teacher has a list of skills which each student is expected to achieve. Each student must become proficient in a given skill before moving on to another skill.

3. Evaluation of Student Progress

   In a Continuous Progress Program it is essential that each specific skill be measured to determine whether or not a student is ready to move to the next skill. Consequently, present classroom evaluation measures and procedures may be too general and no longer appropriate.

Introducing your Continuous Progress Program on a trial basis for a specified period may make it easier to win teacher approval. After the specified period has elapsed, have another in-service workshop to discuss

possible changes in either your end product or its implementation and to allow teachers to raise questions and to request specific assistance.

Parents

Informing parents of your Continuous Progress Program is necessary. If the Continuous Progress Program markedly varies from your current program, or if changes in management, groupings, reporting, or evaluation have been made or are planned, informing parents is essential. Calling parents together through PTA meetings, small groups, or individually, are some ways to inform them of the new program. Consider the following for your parent discussions:

1. What is Continuous Progress?
2. How does it work?
3. How will it affect their child?

Keep your discussions and explanations simple, and focus on the effect it will have upon their child.

Students

Since a Continuous Progress Program may be different from what you are currently using and what the students are accustomed to using, it is necessary and helpful to make a brief and simple explanation of the new program to your students. If your room structure has been organized on a formal basis (rows of desks) and you are now changing to groups of desks together, learning stations, etc., inform your students of the change. Tell them that they will be able to work and learn more effectively with the new room set-up. Also, inform them that their groupings will change from time to time, depending upon what their needs are and how quickly those needs change. If you intend to use new types of materials in place of or in addition to present materials, present and explain these new materials. Be as simple and as brief as possible. Remember that changes produce uncertainty. Children will adapt quickly, but it is important to clearly explain what is going on. The amount of time

needed to orient children to a new program will vary, so don't try to rush the orientation period.

III. IMPLICATIONS OF A CONTINUOUS PROGRESS PROGRAM

As has been stated previously, initiating a Continuous Progress Program into your school system may have many implications, especially in the areas of school and classroom management, and reporting. Changes in these areas may have to be made to allow the program to function successfully.

School Management

Continuous Progress Programs require an overall organizational framework that permits a program of flexible grouping so that each student can be instructed on his own level according to diagnosed needs. Self contained classrooms tend to give way to more open classrooms. Students being grouped by grades tend to be grouped, in a Continuous Progress Program, by skills needs which may cut across traditional grade levels. Students who would remain in one group for most of a school year now find themselves in many groups and/or working independently.

The major implication for school management in a Continuous Progress Program is flexibility. Your school must be organized in such a way that students, if need be, move from one room to another, one group to another, one basal program to another, according to their needs. Spacial openness, of course, facilitates flexibility but it is in no way a requirement.

Classroom Management

As with school management, classroom management in a Continuous Progress Program must be flexible so that each student's needs can be met in the best possible way. A self-contained classroom can be made to be very "open".

There are many ways to organize a classroom when planning for a Continuous Progress Program. Larger areas should be divided into smaller areas. Students may elect to work alone or with one or more of their peers. Teachers might work with one group of students while a resource teacher works with others. When students are learning through either independent or individualized

programs, the learning environment should hum with activity.

The following are suggested ways by which you may provide greater flexibility in your classroom:

Classroom Organization

Learning Stations - small work areas or tables that house materials related to specific levels of ability for specific skills. This particular arrangement may be the beginning of individualization for most teachers. Here teachers can experiment with a variety of methods of teaching, give the student a chance to choose a learning activity, and motivate students in a manner that encourages learning.

Interest Centers - small learning areas keyed to various student interest that serve a variety of purposes. Interest centers may be an alternate way of learning, provide students with a means of gathering information on an independent basis, and build small group activities into the learning process.

Media Corners - areas of the center containing hardware and software as avenues of learning. Hardware might best be described as equipment, machinery, or specific tools used in learning, i.e., filmstrip projector, previewer, etc. Software, on the other hand, might be described as workbooks, worksheets, and other paper supplies. Such materials used in instruction enhance learning, make the student feel more efficient, and use auditory, visual, and kinesthetic approaches all together.

Magic Carpets - small areas of learning, utilizing carpeting, blankets, and/or comfortable chairs. This type of area is arranged in a relaxed informal manner and provides for small group interaction, cooperative activities, and special programs for students in a less competitive atmosphere.

Games Tables - strategically placed tables with chairs or benches provided for the use of one student or a group of students. Games, puzzles, and other activity packages should be set up as a media resource to be used when learning tasks are completed, or just for relaxation.

Film Centers - special areas of the classroom provided for taking pictures, making slides, setting up movies, etc. This particular type of learning area can help provide a dynamic atmosphere for students.

Theaters - sections of the classroom arranged so that students may present oral readings, puppet shows, dramatic presentations, etc. Such diverse settings provide an endless variety of learning activities for the students and serve as an outlet for program development not otherwise utilized in a classroom.

Reporting

Reporting is an organizing feature of a Continuous Progress Program. When change in curriculum takes place, reporting to parents and recording for teachers must change.

Some suggestions for recording and reporting pupil growth and Continuous Progress are:

1. Individual pupil progress forms sent to parents whenever a child moves from one level to another in a specific area.
2. A periodic statement of status relating the general progress of a child.
3. Strand forms (simply forms headed STRANDS, indicating movement forward) indicating movement of a child from level to level of progress.
4. A cumulative record system with skills achievements noted that allows teachers a quick overview of an in-depth analysis of the child.

5. Individual conferences with parents informing them of the child's progress.

6. Individual conferences with students informing them of their progress.

There are many forms that report cards can take. However, it is not the format that is important, rather it is what is contained in the format. It is important that the content and format of the reports reflect, the agreement, interest, and support of all the teachers and administrators. It might even be worth the time to gain the input of parents before deciding on the final reporting system to be used.

IV. MATERIALS FOR A CONTINUOUS PROGRESS PROGRAM

The selection and use of materials in a Continuous Progress Program are important tasks to consider. There are several problems connected with the selection and use of materials. In one sense, methods and materials cannot be separated; in another sense, there are different ways to use the same materials. The most important initial task, after determining the philosophy and program objectives, is the choice of materials.

Some points that should be considered in selecting materials for a Continuous Progress Program are:

1. Do you know the abilities and needs of the children in the program?
2. Have you examined the materials thoroughly to ascertain if they meet the specific skills objectives selected and provide for a range of learning styles and activities?
3. Is the material consistent with the scope and sequence adopted?
4. Does the material provide for program balance in terms of time, space, and emphasis?
5. Is the material budgtarily sound, and can it be used for other programs?
6. Are the teachers' abilities compatible with the skill required in its use?
7. Are there side benefits in its content and use, i.e., will the materials provide a practicum for in-service programs for teachers?

Value judgments should be made by the Continuous Progress committee only after careful consideration of the materials and their function in the Continuous Progress Program. Ideally, the committee should establish selection criteria which can be used to guide teacher selection of materials.

Types of Materials as Aids and Innovations in a Continuous Progress Program

Textbooks

The adoption and/or selection of textbooks will depend on the judgment

of the Continuous Progress committee, school administrators, and teachers. The textbook is well entrenched as an adjunct to classroom procedure and content. When it is not considered to be the entire program and is used as a learning device rather than an end in itself, it continues to be one of the most efficient learning tools. The textbook offers security to the teacher who is puzzled about content, procedure, and demonstrations. Textbooks recognized as having desirable characteristics do the following:

1. Present well-structured patterns for the development of skills and concepts.
2. Lead children into new interests, hobbies, experiments and extended research.
3. Stimulate many innovations and practices - such as use of manipulative materials, measuring devices, number wheels, and puzzles. Other methods and procedures include: employment of tape recorders, projectors, and films; inclusion of trade books, science equipment, periodicals, newspapers and reference books; excursions, committee work, and the service of resource persons in the community.

The textbook is usually a much less expensive tool, in time and money, than a comparative amount of teacher-prepared material. It is also more accurate, more attractive, and more visible to children. Textbooks are the most readily available instructional aid and will offer guidance in method and evaluation. The adoption of one textbook is rarely sufficient, hence teachers working in a Continuous Progress Program should enrich their curriculum with supplementary textbooks and aids compatible with interests, abilities, and needs of the children in the program. Textbooks are only as valuable as the teachers ingenuity allows!

Workbooks

Workbooks which usually supplement a textbook are really a form of programmed material. They emphasize what is readily identifiable and provide

practice in systematic and sequential steps to learning. Teachers who are already over burdened with a heavy work load may save time by using attractive and effective drill sheets obtained from workbooks. Improperly used, they can limit program style and learning activities. If used at all, they must be selected by the Continuous Progress committee and be chosen to meet the specific needs of students or groups.

Workbooks are not a panacea and should never replace careful personal instruction or inhibit pupil-teacher rapport. Their value lies in the way they are used.

Programmed Texts

A programmed text presents materials by a method that enables a pupil to acquire information or skills independently by sequential and systematic steps. Ideally, each pupil progresses at his own rate of speed regardless of the rest of the pupils in the program. Programmed texts have two advantages when used in a Continuous Progress Program, which are:

1. They allow the slow learner to progress at a greatly reduced rate without having any stigma attached to lagging behind.
2. They give the rapid learner the opportunity to progress at his own pace and rate of learning.

In programmed texts, immediate reward follows correct responses and incorrect responses are checked before the inaccuracy becomes fixed. In programmed texts the teacher is freed for more creative work and for individual attention to the pupil. There are pros and cons for programmed texts. Teachers in classes report that the rapid learners become bored quickly with programmed texts, and that teaching the slow learner how to use the material can be frustrating to both the child and teacher. The value of using any system of instruction lies in the way it is used.

Nontechnological Materials

Chalkboards

A well known aid is the chalkboard. When the chalkboard area is well organized, much space should be freed for use by a pupil. A creative way to use the board is through "chalktalk", that is, for illustrative figures, charts, or cartoons depicting an idea. When a child knows an error can be eliminated by the sweep of the eraser, he is motivated to draw a picture, write something, etc.

Bulletin Board and Flannel Board

Bulletin boards are highly satisfactory instructional devices. Objects can be exhibited in three dimension and in color, and they can be removed. They can lend stimulation and motivation to a pupil in any learning activity because work will be displayed for other children to see. Captions are usually very large and they are placed as near the eye level of the children as possible. Bulletin boards are excellent for Share-Show-Tell.

Flannel boards combine features of chalkboard and bulletin boards with an added attraction of ease in assembling, rearranging, and removing. With this form of display, children can manipulate fractional parts, tell a story with cardboard "stand ups", and work with graphic symbols and concepts.

Duplicated Materials

When a group has cooperated in a project, such as an outline or a story, duplicating the childrens' efforts is frequently effective. Copies of assignments, maps or tests can also be supplied quickly to a group. Placing duplicated material in a folder is often an aid to future reference and study.

Games, Toys, and Puzzles

Games, toys, and puzzles are very important aids in learning. They can provide learning experiences shared by several children. Sharing the use and understanding of the various games, toys, and puzzles of all the children extends

a child's background of knowledge and experience.

Kits can be assembled from the various games, toys, and puzzles and also projects that individual children bring into the classroom. Kits such as cooking, cleaning, working, fixing, and many others can be assembled and distributed to students.

Learning Activity Packets

Learning Activity packets (LAP's) are packets containing exercises and activities for specific skills. You may want to develop your own LAP's to be used with your Continuous Progress Program. The original committee, or perhaps an entirely new committee, may want to work on this task. Material for developing a LAP for a given skill can be found in research workbooks, teacher's editions of textbooks, and other commercially prepared materials. Over time, it is possible to construct a LAP for each skill objective in your Continuous Progress end product. This will give teachers a tool for teaching and reinforcing specific skills. The LAP's can be filed and shared among all teachers.

Teachers in a Continuous Progress Program need guidance in selecting and using the best available materials for their particular skills objectives. Some of the most able resource persons, whether members of the school faculty or members of the community, may be of assistance to you here. Teachers and children today travel widely and are happy to share their learning experiences. Local citizens in a given community are also talented in telling where, how, and why they traveled and will often Show and Tell the trip. Above all, the teacher in a Continuous Progress Program must experiment and constantly develop, from whatever sources or resources, as wide a range of materials as possible in order to meet a wide range of learning styles and learning rates. This process is an on-going process. Consequently, it is not reasonable to expect an extensive variety of materials in each classroom all at once.

All possible resources such as your community, government, city offices, parks, farms, and industry should be investigated. In most towns and cities, guides have been prepared suggesting topics of interest for all age levels and will supply pictures or captions to keep for future learning. This, indeed, could be a project for the committee on Continuous Progress as an aid in sharing and exploring relevant learning experiences and activities.

V. EVALUATION

Individual teachers conducting Continuous Progress Programs need to know how well they have succeeded in achieving their instructional objectives. The Continuous Progress committee needs to continuously assess the entire Continuous Progress Program. Evaluation of your Continuous Progress Program is the process by which you determine the extent to which your objectives are being met, and the extent to which the students' needs are being met. Evaluating the accomplishments of teachers, pupils, and schools is not easy, but extremely necessary. Because objective data is not always easy to obtain, subjective data must often be utilized. The particular evaluation processes employed must be determined by the particular school system and be compatible with the overall evaluation procedures of the system. Some evaluation procedures may rely heavily on specific norm referenced and standardized tests and materials, while others may utilize less formal procedures. Whatever the process, it is important that the evaluation of a Continuous Progress Program exhibit the following two characteristics:

1. evaluation should occur on a continuing basis not occasionally or intermittently, and
2. evaluation should be comprehensive, covering all aspects and areas of the Continuous Progress Program

Formal Evaluation Measures

1. Standardized Tests - (IOWA Test of Basic Skill, Metropolitan Achievement Test, California Achievement Test, California Test of Basic Skills, etc.)

   Standardized test data will allow you to compare the performance of a group of students on a given test to another group of students on the same test. In this way one can determine how a group of

students compare to the national norm, state norm, local norm, or to the previous year's students. In effect, norm referenced or standardized tests are useful in locating areas of strength and weakness and for developing tendencies, i.e., is performance generally increasing, decreasing, staying the same. Such testing can give one indicators that can be used to revise programs, i.e., what areas, if any, need additional emphasis. Standardized test data is best used for summative or final evaluations of programs. However, standardized test data should not be used to evaluate individual student performance or individual teacher performance. The reason is simple, such tests were designed for groups not individuals.

2. Criterion - Referenced Tests - These tests are designed to evaluate a particular set of instructional objectives. Each test item should be logically and directly related to a given instructional objective. Consequently, such a test can be used to evaluate a student's performance in relation to a particular instructional objective. Such tests are necessary in a Continuous Progress Program where each student must be proficient to a given criterion level for each given skill before going on to the next skill or next level of skills. Commercial tests are available. Also, instructional objectives banks and test item banks are available. Each system employing a Continuous Progress Program must be sure that test items selected do in fact match their skill objectives. Criterion-referenced tests should be used for formative or on-going continuous evaluation. Results are used to make individual student progress assessments, and immediate instructional revisions. Criterion-referenced testing combined with standardized test data is required in order to completely evaluate a given Continuous Progress Program.

3. Teacher-Made Tests - These tests are tests developed by a teacher to measure a skill or group of skills. Such tests may be true and false, multiple choice, matching, fill-in-the-blanks, essay or other variations. The advantage is that the teacher can tailor the test items to fit particular instructional objectives and particular student needs. The disadvantage is that a given test may not be too valid, i.e., a given item may not be well constructed and may be confusing. However, by following some simple rules of test construction and scoring, the teacher can produce effective tests. A key here is the willingness of the teacher to revise test items if they prove to be confusing to students.

4. End of Level Tests - These are tests that accompany a basal program, which may be given periodically or after completion of the basal. These tests are very effective measures if the teacher has followed the instructional objectives given in the basal. It is not valid to use such tests to measure any skills that may have been added by a teacher and not covered by the basal. In essence, the teacher must be sure to carefully review all instructional objectives and compare them with the basal instructional objectives. It may be necessary to augment the end of level basal tests to get a complete assessment of student performance.

Informal Evaluation Measures

1. Teacher Observation - can be most important, since the teacher is with the child for a great period of time. However, observations of student behavior must be carefully planned in order to prevent misrepresentations of behavior. How often should a person be

observed to determine a cross-section of behavior over time? What criteria will be used during the observation periods? In brief, observations are very effective if they have been carefully planned and are systematically conducted. Keeping periodic anecdotal records of "key incidents" of student behavior is another excellent evaluation device. Again, observation data should supplement other types of evaluation and not be used by itself.

2. Workbooks, Teacher and Commercially Prepared Materials - used for reinforcement of specific skills can indicate whether or not a student has grasped the skill, needs more reinforcement or is able to apply the skills.

3. Checklists - a list of specific skills that the teacher can check off as each skill is achieved. These can be most valuable, for at a quick glance the teacher can tell exactly what a student has accomplished and what he needs for further instruction.

Whatever the process, it is important to note two important characteristics: it should occur on a continuing basis, not occasionally or intermittently; it should be comprehensive, covering all aspects and areas of the Continuous Progress Program. Continuous evaluation is needed in order to know whether or not the program is working according to expectations, and for possible revision of the program. It should also be kept in mind that one must use more than one type of evaluation measure in order to provide a valid assessment of a given student's accomplishments and to fully assess the success of the Continuous Progress Program.

It is most essential that evaluation be built into your Continuous Progress Program in order to:

1. Receive feedback from the Continuous Progress Process so as to guide a pupil's future actions.
2. Make concrete diagnoses that will reveal whether or not a change in process should be considered.
3. Promote re-examination of the purpose of the Continuous Progress Program. Evaluation of the learning products and processes can lead to a thorough analysis of the proper use of students' time in a Continuous Progress learning situation.
4. Bear more on the practical side in equipping the teacher to reply to criticism for how and why he teaches a particular way. Effective evaluation will provide each teacher with information that can be used to further improve their instruction.

Evaluation of a program is necessary to provide the data to measure the level of achievement and the rate of achievement. The number and type evaluations made will vary with each specific situation. You must choose those methods and measures that best meet your system's needs.

APPENDIX A

SAMPLE OF CRANSTON'S BEGINNING GRADE

ONE SKILL OBJECTIVES

DEPARTMENT OF READING SERVICES

Name _____ Grade _____

School _____ Teacher _____

Segment 3

BOOKS IN SEGMENT

Circle One:

American Book Company - And So You Go, Be On The Go, Can You?

Bank Street Readers - In The City, People Read

Ginn 100 Series - My Little Read Book, My Little Green Book, My Little Blue Book

Ginn 360 Series - A Duck Is A Duck, Helicopters and Gingerbread

Houghton Mifflin 4th Edition - Tip, Tip and Mitten, The Big Show

Houghton Mifflin 5th Edition - Tigers, Lions, Dinosaurs

Lyons and Carnahan - Little Pig, C. A. Zoo and Kangaroo, Lost and Found

Macmillan - Opening Book, A Magic Box, Things You See

Scott Foresman Basic - Now We Read, Fun With The Family, Fun Wherever We Go

Scott Foresman Open Highways - Ready to Roll

Scott Foresman Reading Systems - Level 2

*SRA - A Pig Can Jig

GENERAL DESCRIPTION OF SEGMENT

It is at this level that a child experiences the pleasure of reading a book. It is of particular importance at this level that each child meet with success in this reading experience in order to insure that he will develop and maintain positive attitudes toward learning to read.

*Skill objectives for the SRA reading program are separate and not included here.

Although in this segment a child is gradually introduced to an initial sight vocabulary, it is necessary to so pace the introduction of new vocabulary words in order to stay within the learning rate of the beginning reader. Equally important is the need to provide added repetition to insure vocabulary recognition. By using a variety of ideas, techniques and materials, it is possible to maintain a high degree of motivation and interest in reading. In this way, the child continues to acquire and extend his communication skills.

GENERAL SKILLS

DECODING

The child will be able to correctly identify 95% of the vocabulary words at this level by using the following skills:

____ 1. Hearing and recognizing initial and final consonant sounds in words

____ 2. Developing rhyme perception

____ 3. Recognizing "s" ending for plurals

COMPREHENSION

The child will be able to accurately answer 80% of questions that test literal and inferential interpretation, and critical thinking in material that he has read at an appropriate level by using the following:

____ 1. Awareness of main ideas, details, anticipate outcomes, making inferences and understanding story characters

____ 2. Associating pictures with word meanings

____ 3. Recalling story sequence

SILENT READING

The child will be able to read silently using the following skills:

____ 1. Ability to read from left to right, top to bottom of page, and from page to page

ORAL READING

The child will be able to read aloud using the following skills:

____ 1. Ability to read orally to demonstrate understanding and interpretation of simple text

____ 2. Awareness of punctuation marks - such as: period, comma, question mark, exclamation mark - as aids to meaning and interpretation of text

AREAS OF LITERARY INTERPRETATION TO BE DEVELOPED

The child identifies and discusses the literary nature and merit of material he reads by being able:

____ 1. To develop an appreciation of rhyme in a short verse

____ 2. To appreciate figurative language

____ 3. To begin to appreciate a play on words*

*See next page for further recommendations and evaluation of of the above statements.

EVALUATION MEASURES FOR SEGMENT

____ 1. Teacher observation using criteria as developed on general skills sheet for segment 3 as a guide

____ 2. An achieved level of competency on an achievement test (magazine test) on the appropriate level

____ 3. An achieved level of completion of the specific skills developed at this level by the particular program that you are using

____ 4. Achieved competency on workbook, teacher or commercially prepared materials

____ 5. Teacher recommendation based upon synthesis of all available data

After having carefully considered all of the above mentioned evaluation measures, it is recommended that _____ be placed in the next segment (yes ____ no ____). If indicated no, see Appendix C for corrective measures to be accomplished before child is placed in the next segment.

Teacher _____

Reading Consultant _____

Date _____

RECOMMENDED AREAS OF INTEREST

Realistic Fiction
Verse Story: (Narrative poetry)
Animal Story (realistic)
Animal Fantasy
Non-fiction

EVALUATION MEASURES TO BE CONSIDERED

General

____ 1. Is the child beginning to enjoy being able to read simple stories by himself?

____ 2. Is he beginning to be able to visualize characters, incidents, and scenes which call upon memories from one's own experiences?

____ 3. Has the child had sufficient opportunity for growth in the following areas of literary abilities:

- Able to follow the plot of a story or poem
- Able to interpret the characters in a story or poem
- Able to react emotionally to what was read
- Able to react to words used in stories and poems
- Able to recognize and appreciate different literary forms

____ 4. Has the child had sufficent opportunity for growth in the specific areas of literary interpretation and appreciation suggested for this level?

____ 5. Teacher recommendation based upon a synthesis of data

APPENDIX B

LEARNING ACTIVITY PACKAGE (LAP) FOR APPENDIX A

SKILL OBJECTIVES

APPENDIX B

LEARNING ACTIVITY PACKAGE (LAP) FOR APPENDIX A

SKILL OBJECTIVES

DECODING

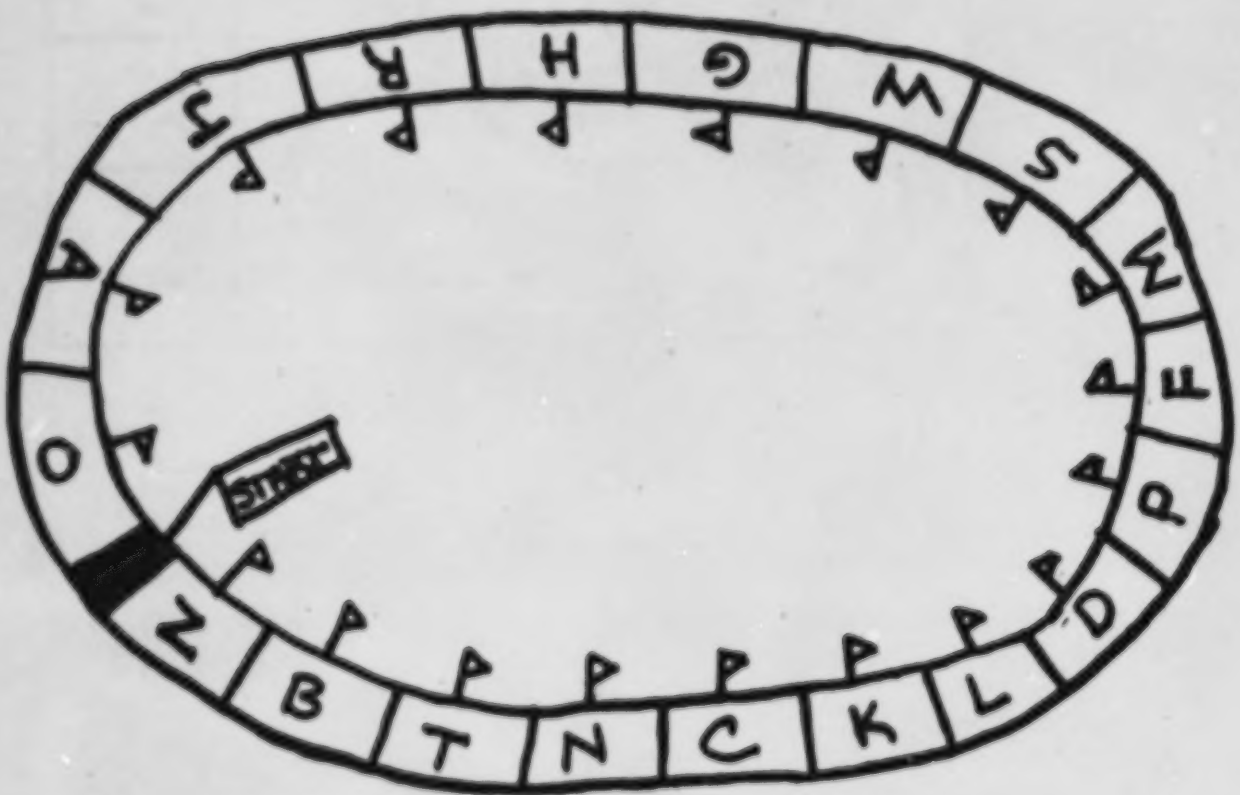
Objective: I Hearing and recognizing initial and final consonant sounds in words.

Activity: RACE TRACK

Use this game with no more than 8 children. On a large sheet of heavy paper draw a race track and pring the letters as shown below. Place the race track on a table or floor. Cut from construction paper cars of different colors, one for each child. A spinner can be made by fastening a pointer to a small circle made of heavy paper or cardboard on which the numerals 1 through 4 are shown.

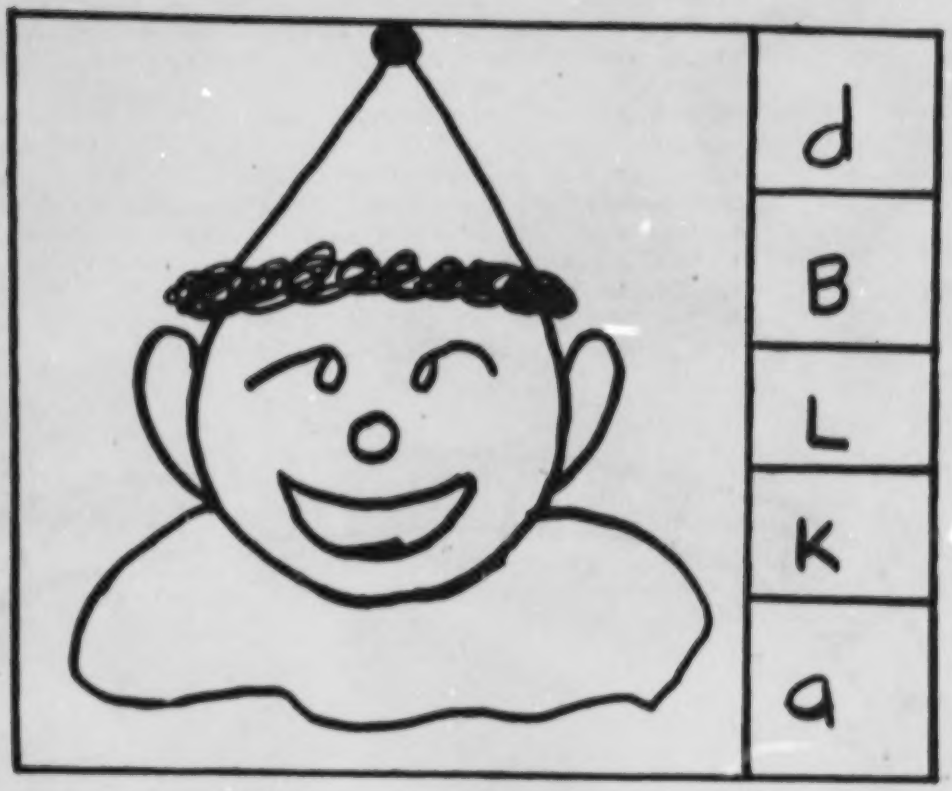
Each child has a turn to spin the pointer. The pointer indicates the number of spaces he is to move his car. He then counts out the number of boxes on the race track. If he can name a word that begins with the letter in that box, he may move his car to that box. If he cannot name a word, his car remains where it is. Another child then has a turn. The first child to reach the finish line wins the game.

NOTE: This game can also be played by having the children name a word ending with the letter.



Activity: LETTER CLOWNS

Prepare a dittoed sheet with a simple sketch of a clown's face with an open mouth, such as the one illustrated. Help the children cut along the top and bottom lines of the mouth only, leaving it uncut at both sides. Have them cut off the narrow strip of paper with letters printed on it and slide it through the slot in the mouth. As the children move the strap up and down to show different letters, they must name a word which begins or ends with the sound of the letter.



Activity: BALLOON WORDS

Cut four balloon shapes from construction paper and attach letter cards with strings as shown below. Place one letter card to the left of the letters on the balloon to which the card is attached. Have the children tell what the word is. Continue the activity by placing other cards in front of the letters on the balloons. The children may also use this as an individual activity for further practice and review.

Objective: 2 Developing rhyme perception

Activity: RHYME-A-RIDDLE

Present riddles to the children. Have a different child give the answer to each. For each riddle, give the children a meaning clue and a rhymying clue, as:

1. Horses like to eat this. Its name rhymes with the word sleigh. (hay)
2. This comes out of a chimney. Its name rhymes with the work joke. (smoke)
3. You wear this on your finger - rhymes with sing. (ring)
4. We drink this. Rhymes with silk. (milk)
5. This little animal likes to each cheese. Rhymes with house. (mouse)
6. We see this in the sky at night. Rhymes with car. (star)
7. A boy wears this on his head. Rhymes with map. (cap)
8. This is for dessert. Rhymes with tie. (pie)
9. This is a toy that spins around and around. Rhymes with stop. (top)
10. We can ride on this to take a trip. Rhymes with rain. (plane, train)
11. This is something to drive. Rhymes with duck. (truck)
12. This is something we sit on. Rhymes with hair. (chair)
13. This is something that burns. Rhymes with tire. (fire)
14. This is an animal. Rhymes with box. (fox)
15. This helps us keep cool in the summer. Rhymes with pan. (fan)
16. We wear this on our heads. Rhymes with sat. (hat)

Activity: RHYMING RACE

Prepare a set of picture cards. The picture names should consist of groups of rhyming words. Divide the class or group into two teams. Print a word such as hug on the blackboard. Pronounce the word hug and show a rhyming picture card, such as bug to the first member of the first team. Have the child print the word bug below hug. Then show the other team a picture such as rug and have child print word on the board. Teams get one point for each correct spelling of word. When you complete on group of rhyming words, print another word on the blackboard and show new picture cards. The winning team is the one with the most points.

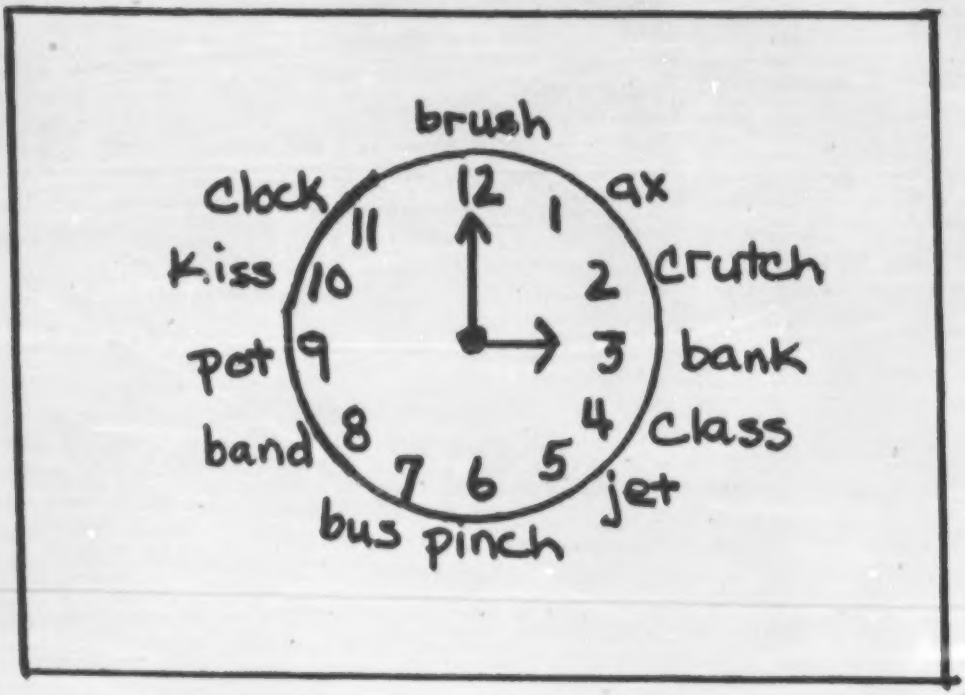
Activity:

One child is selected as "police captain" and the other children are "policemen"! The teacher tells the captain she is "Mrs. Ate" and has lost their children. The captain tells the police to hunt for the missing "Ate" children. Some check the "Bureau of Missing Persons", which is a box containing many words, some belonging to the "Ate" family. Others look in the park (on the counter), etc., where other cards are placed. The policeman locating the most children, receives a "promotion" and becomes police captain.

Objective: 3 Recognizing "s" ending for plurals

Activity: <u>BEAT THE CLOCK</u>

Give each child a dittoed sheet as illustrated. Help the children locate the starting place at one-o clock. At a signal to begin, the children are to read each word to themselves, decide how the plural is formed, and add - "s" or "es" to the words. As soon as they are finished, they are to go to the blackboard and write their name on a list. When all have finished, have the first child read his answers. If all are correct, he is the winner. If not, the first child on the list to have all correct is the winner.



Activity: ONE-MANY

Prepare a set of word cards showing singular or plural nouns. Use words familar to the children. Place the word cards in a pile. Next to the pile place two boxes or bags with "one" written on one and "many" on the other. Have a child take a card from the top of the pile, read the word, tell whether it means one or many, and place it in the appropriate box. Continue until all cards are placed correctly.

SEGMENT 3

COMPREHENSION

Objective: 1 Awareness of main ideas, details, anticipating outcomes, making inferences and understanding story characters . . .

Activity: INTERPRETING PICTURES

Show a picture to a group and have the children discuss either the main idea, figures in foreground or background, or colors. Ask leading questions to bring out the items in the objective. Such as: "What is this little boy holding in his hand?" "Where do you think he is going?" "Why is he going there?" "What will he do when he gets there?" Some children may be able to make up a story (short) of two or three sentences about the picture while the others listen for sequence of ideas.

Activity: LISTENING TO NOTE DETAILS

The children are read paragraphs which contain many details. They may be asked to reproduce the ideas and answer specific questions noting details.

Objective: 2 Associating pictures with word meanings

Activity: MATCHING WORDS WITH PICTURES

Pictures may be used to illustrate useful words other than nouns. For verbs, a small card is used. At the left in a box is a sketch of a man performing some act such as running, throwing or sitting. To the right to the picture are three words, only one of which tells the same story as the picture. The child indicates the correct word by drawing a circle around it or by some other method of marking. Other cards may illustrate "over", "under", "left", "right", etc.

Activity: WORD AND PICTURE HUNT

The children open their readers to an assigned page with a picture on it. On the blackboard, the teacher prints a list of words. The children read the words and associate them with the objects in the picture. For example, for a detailed home scene, such words as the following may be printed on the blackboard:

Girl	Ice Cream
children	pink
table	blue
window	dog
chair	mother
cake	baby

This may be either a written or an oral reading exercise. Oral work may be done with a reader. For a written exercise, a picture from an old book, magazine or newspaper may be used. The children print the word under the object or place a small card with the printed word on it under the appropriate picture.

Activity: TREASURE HUNT

The teacher places before the children a large box filled with small objects or pictures. Printed word cards corresponding to the objects or pictures are arranged along the blackboard ledge. Each child closes his eyes and draws an object or picture, for which he must then find the corresponding word.

Objective: 3 Recalling story sequence

Activity: ASSEMBLING PICTURES IN CORRECT SEQUENCE

Using a large sheet of oaktag divided into four or six squares, put a picture (showing some activity that will be completed in the last picture of the series) in each square. The same pictures are also placed on small cards cut the same size as the squares on large card. Have the children take the small pictures and assemble them to tell the same story as that on the large sheet. Pictures of dramatic events or any other type depicting movements are desirable.

APPENDIX C

SAMPLE READING RECORD CARD

FOR TOTAL SKILL OBJECTIVES IN A CONTINUOUS PROGRESS

PROGRAM

APPENDIX C

SAMPLE READING RECORD CARD FOR

TOTAL SKILL OBJECTIVES IN A CONTINUOUS PROGRESS PROGRAM

last	first	middle		
SEGMENTS	AGE	PROGRAM	DATE START END	TEACHER'S NAME
SEGMENT 1				
SEGMENT 2				
SEGMENT 3				
SEGMENT 4				
SEGMENT 5				
SEGMENT 6				
SEGMENT 7				
SEGMENT 8				
SEGMENT 9				
SEGMENT 10				
SEGMENT 11				
SEGMENT 12				
SEGMENT 13				

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PACING OF READING PROGRAM

A reference guide for teachers and administrators and reading consultants to assist them in assessing the progress of children through the developmental segments of our program.

AGE	*SEGMENTS
5	#1 AND #2 POSSIBLY BEGIN #3
6	#2,#3, & #4 POSSIBLY BEGIN #5
7	#5,#6, & #7 POSSIBLY BEGIN #8
8	#7,#8 & #9 POSSIBLY BEGIN #10
9	#10 POSSIBLY BEGIN #11
10	#11 POSSIBLY BEGIN #12
11	#12 POSSIBLY BEGIN #13
12	#13
13	#13 TO BE COMPLETED.

*EXCEPT ON OPEN HIGHWAYS

AGE	SEGMENTS FOR OPEN HIGHWAYS
5	#1 POSSIBLY BEGIN #1
6	#2,#3, & #4
7	#5, #6
8	#7, #8
9	#9
10	#10
11	#11
12	#12
13	#13

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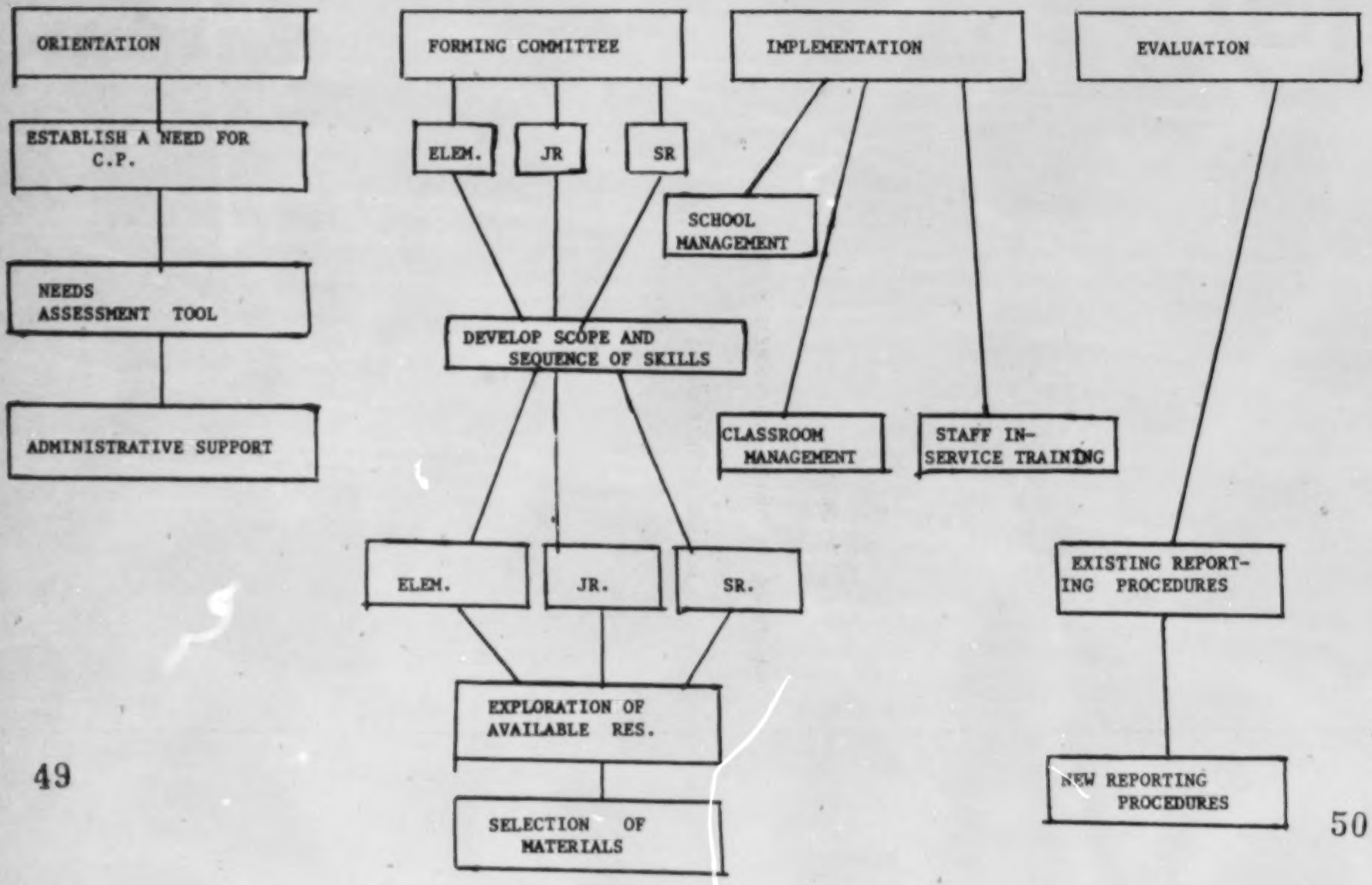
APPENDIX D

DIAGRAM OF THE CONTINUOUS PROGRESS MODEL

DISCUSSED IN THIS MANUAL


ORIENTATION
ESTABLISH A NEED FOR C.P.
NEEDS ASSESSMENT TOOL
ADMINISTRATIVE SUPPORT
FORMING COMMITTEE
ELEM.
JR
SR
DEVELOP SCOPE AND SEQUENCE OF SKILLS
ELEM.
JR.
SR.
EXPLORATION OF AVAILABLE RES.
SELECTION OF MATERIALS
IMPLEMENTATION
SCHOOL MANAGEMENT
CLASSROOM MANAGEMENT
STAFF IN-SERVICE TRAINING
EVALUATION
EXISTING REPORTING PROCEDURES
NEW REPORTING PROCEDURES

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APPENDIX E

SAMPLE CONTINUOUS PROGRESS SKILL OBJECTIVES

GRADE I

APPENDIX E

SAMPLE CONTINUOUS PROGRESS SKILL OBJECTIVES

GRADE I

A. PHONETIC ANALYSIS

1. Differentiate between vowels and consonants.

   a. Given a group of mixed letters, the student will be able to choose and circle all the consonants.

   b. Given a group of mixed letters, the student will be able to choose and circle all the vowels.

2. Identify consonant sounds.

   a. Given a series of words or pictures, the child will identify those that begin with a given sound.

   b. Given four words, three with the same medial sound, the student will state the word with the different medial sound.

   c. Given a word, the child will signal when any of the three or more pronounced words end in the same final sound.

3. Identify digraphs.

   a. Given a word that begins with a digraph, the child will be able to pronounce another word that begins with the same digraph as the given word.

   b. Given spoken words having the same digraph, and given three written words, the pupil will be able to recognize and circle the word with the same digraph as the spoken words.

4. Identify blends.

   a. Given a list of words having a consonant blend in the initial, medial, or final position, the child will pronounce each one.

5. Identify word families, consonant substitution.

   a. Given a known word, the child will make as many new words as he can by changing the initial or final consonant.

   b. Given a spoken known word and groups of words, the pupil will be able to recognize and circle all words containing the same word family as the spoken word.

6. Identify silent letters.

   a. Given a list of known words that end in silent "e", the child will read these words and be led to recognize that the final "e" has no sound.

b. Given a group of one-syllable words having two vowels, one of which is the final "e", the student will pronounce these words.

These skill objectives were adapted from materials obtained from the Attleboro Reading Center: Attleboro, Massachusetts. The original materials were developed by a team of Attleboro reading teachers: Robert Haggerty - consultant.

B. STRUCTURAL ANALYSIS

1. Recognize differences in configuration.

   a. Given two(2) words and one(1) shape, the child will give the correct word to match the shape.

   b. Given two(2) shapes and one(1) word, the student will match the correct shape with the word.

   c. Given a word and a partially completed shape of the word, the student will complete the shape.

2. Identify word endings.

   a. Given a series of words containing the endings s, ed, ing, the student will underline each ending.

   b. Given a group of root words the student will add the stated inflectional ending i, e, ing, to each word.

   c. Given a set of singular words whose plurals are formed by adding "s", the student will write their plurals.

3. Recognize Compound words.

   a. Given a list of compound words, the student will identify the two words used to form each compound word.

   b. Given two sets of cards, each composed of one part of a familiar compound word, the student will arrange the word parts to form each compound word.

4. Recognize root words.

   a. Given a list of familar root words to which endings have been added, the student will circle the root word.

5. Recognize syllables.

   a. Given a childs name presented orally by the teacher, the student will identify how many parts the name has.

6. Identify Contractions.

   a. Given a simple sentence containing a contraction, the student will restate the sentence supplying the two words that formed the contraction.

b. Given sentences with words containing contractions, the pupil will write the two words that make each contraction.

7. Recognize Antonyms.

a. Given two lists of words the second of which contains antonyms of the first list, the student will match the pairs of antonyms with lines.

b. Given an oral list of five words, the student will orally supply the antonyms.

8. Recognize Synonyms.

a. Given a list of know words, some of which are synonyms, the student will indicate those which are synonyms by placing an S before the proper pairs.

C. CONTEXT CLUES

1. Recognize picture clues.

a. Provided a picture, the child will explain what is happening.

b. Given a picture and a sentence relating to the picture, the student will derive the unknown italicized noun from the picture.

c. Provided a picture with a caption in a book, the child will relate what the print discussed.

2. Select word meaning.

a. Provided a mimeographed sheet of simple sentences composed of low vocabulary sight words, the child will provide the word that is missing from the sentence, with a word that makes sense.

b. Provided a mimeographed sheet of low vocabulary, simple sentences with one word omitted, the child will select the correct word to complete the sentence. This selection will be derived from the three gross choices presented. i.e., ball - cent - look

c. Provided a mimeo-sheet containing low vocabulary, simple sentences with one word omitted, the child will select one of the three words presented with minimal sound differences. i.e., fed - bed - wed

3. Select Phrase Meaning.

a. Provided with a picture and three simple phrases, the child will select the phrase that best suits the picture.

b. Provided with three simple phrases on cards, the child will select the one read to him.

4. Select sentence meaning.

   a. Provided with an action picture and three sentences, the child will select the sentence that best depicts the action.

   b. Provided with an object and three simple sentences, the child will select the sentence that relates to the subject.

   c. Presented a pantomined activity, the child will select the correct response from a group of four simple printed sentences.

D. DICTIONARY SKILLS

1. Recognize purpose and types of dictionaries.

   a. Given a picture dictionary, the child will discuss when to use this book.

   b. Given a picture dictionary and a different type dictionary, the child will be able to distinguish between the two.

2. Demonstrate Alphabetization.

   a. Presented with 26 different cardboard letters, the child will put them in alphabetical order.

   b. Given 5 oaktag letters chosen at random from the alphabet, the child will alphabetize them.

   c. Given 3 children's names on flash cards, the pupil will alphabetize them.

   d. Provided with 3 words written on oaktag (with different initial letters), the child will aplhabetize them.

3. Locate the parts of a dictionary.

   a. Given a picture dictionary, the child will locate the front, middle, and end of it.

   b. Given a particular page, the child will locate the top, middle, bottom, left, and right.

   c. Given a page in a picture dictionary, the child will locate the guide letters and entry words.

4. Recognize the use of guide words.

   a. Given a letter, the student will locate the guide letter in a picture dictionary.

   b. Given an unknown word on oaktag, the child will attempt to open the picture dictionary to the correct guide letter.

5. Recognize entry words.

   a. Given a picture dictionary and an unknown word, the child will locate the entry word and identify the word from the picture.

   b. Provided a picture dictionary and a word printed on oaktag, the child will locate the word in a reasonable amount of time.

   c. Given a picture dictionary and three words with different initial letters, the child will locate the words and record their page numbers in a reasonable amount of time.

E. STUDY SKILLS

1. Interpret charts used to regulate activities, behaviors, and procedures.

   a. Given a fire drill chart, a student will follow the chart directions during a fire drill.

   b. Given a seating plan, a student will locate his proper seat within a room or group.

   c. Given a work flow chart, a student will pass his papers in the direction indicated.

2. Major parts of a book.

   a. Given a book, the child will locate the front of the book, and the back of the book.

   b. Given a book, the child will locate the cover and table of contents.

3. Demonstrate and utilize proper book care.

   a. Given a book, the child will always handle it with respect.

4. Identify topic headings and captions.

   a. Given a book with topic headings, the child will locate the topic headings when directed to do so.

   b. Given a book with pictures and captions, the child will locate the captions.

5. Identify maps, symbols, charts, and graphs.

   a. Given several rolls of paper, the child will properly identify the map which is one of the rolls.

   b. Given a thermometer, the child will identify it as a form of graph.

   c. Given a map with symbols, the child will be able to locate the symbols on the map.

6. Sequence events and identify main ideas.

   a. Given a story read orally to him, the child will be able to name the proper sequence of events.

   b. Given a story read orally to him, the child will be able to identify the main ideas within the story.

7. Formulate Summaries.

   a. Having listened to a story, the child will be able to formulate a summary of the story.

   b. Having read a story orally, the child will be able to formulate a summary of the story.

   c. Having read a story silently, the child will be able to formulate a summary of the story.

8. Select and propose headings.

   a. Having listened to a story, the student will be able to propose a heading for the story from a selection of several headings given to him.

   b. Having read a story orally, the student will be able to propose a heading for the story.

   c. Having read a story silently, the student will be able to propose a heading for the story.

9. Paraphrase accurately.

   a. Having listened to a short selection, the student will be able to paraphrase the selection.

   b. Having orally read a story, the student will be able to paraphrase the story.

   c. Having silently read a story, the student will be able to paraphrase the story.

10. Distinguish between relevant and irrelevant materials.

   a. Having listened to a story, the student will be able to differentiate between the relevant and irrelevant facts.

   b. Having orally read a story, the student will be able to differentiate between the relevant and irrelevant facts.

   c. Having silently read a story the student will be able to differentiate between the relevant and irrelevant facts.

11. Report accurately.

    a. Given a specific task the student will be able to report accurately concerning the task.

    b. Given a story which he has read orally or silently, the student will be able to report accurately concerning the story.

12. Select a book of his choice and on his ability level.

    a. Given the opportunity, the child will select a book that he can successfully read.

13. Adjust his rate of reading according to purpose.

    a. Given a book containing new material the student will slow his rate to meet the needs of the new materials.

    b. Given a book containing familiar materials the student will raise his rate to meet the needs of his assignment or goal.

14. Adjust his reading to the particular content.

    a. Given a math textbook, the student will slow his reading rate to a level of adequate comprehension.

    b. Given a pleasure reading book, the student will raise his reading rate to a level of adequate comprehension.

15. Identify repetition of ideas or contradictions.

    a. Given a written selection with repetition of words - ideas, the child will properly identify the repetitions.

    b. Given a written selection which contains contradictions of ideas, the child will identify the contradiction.

16. Select and/or organize a written list of items into appropriate categories.

    a. Given a mixed word list of fruits and vegetables, the child will list the words that are parts of a house.

    b. Given a list of mixed words, the child will select from the list those words that are parts of a house.

17. Demonstrate the use of reference aids.

    a. Given a dictionary, the child will be able to find pictures with their corresponding words within the dictionary.

    b. Given a globe, the child will be able to distinguish between continents, and oceans, on the globe.

c. Given a shelf of mixed books, the child will be able to locate the dictionary on the shelf.

18. Reach tentative conclusions.

a. Having listened to a story, the child will be able to draw conclusions concerning the story.

b. Having read a story orally or silently, the child will be able to draw conclusions concerning the story.

19. Compare size and quantities.

a. Having two objects of different size, the child will be able to compare the size of the objects.

b. Given two pictured objects, the student will be able to compare the sizes of the pictured objects.

20. Demonstrate the use of aids for retaining and recalling information.

a. Given a short poem, the child will memorize it by utilizing several senses. (sight, hearing, touch).

b. Having been blindfolded, the child will identify objects via touch.

c. Having been blindfolded, the child will identify objects via smell.

F. ORAL READING

1. Read orally with expression to give meaning and clarity to printed words.

a. Given a set of signs to read (STOP, GO, WALK, etc.), the child will read them aloud and children listening will do what the sign says.

b. Given simple written directions the child will read them to the group, which in turn will follow the directions.

c. Given a simple written story, the child will read it aloud (after first reading it silently) and discuss it with the listeners.

d. Given a written selection, the child will read aloud with varying pitch and stress.

2. Exhibit clear enunciation.

a. Given a list of words to read, the child will pronounce each word correctly.

b. Given a Bingo Word Game list, the child will read the words aloud while other children cover the same word on their bingo cards.

c. Given a short written selection, the child will read it with accurate pronunciation.

d. Given a tape recorder and a written selection, the child will read into the recorder, play it back and evaluate enunciation.

3. Recognize and group words in thought units (phrasing).

a. Given pictures to indicate certain common, locational phrases, the child will look at the picture and say aloud the phrase indicated. (Ex. - Picture of a box on the table. The child would say, "on the table". Picture of a cat under the table. The child would say "under the table".)

b. Given a simple sentence, the child will read in phrases. (e.g., The cat/is/under the tree.)

c. Given a paragraph or more of a written selection, the child will read in groups of words that translate the thought.

d. Given sentences without punctuation, the child will read aloud groups of words that together make sense.

4. Read without pointing or excessive head and body movements.

a. Given a chart of words or short sentences, the child will read them aloud with his head relatively still. (The "Normalsy" will vary from child to child.)

b. Given a written list of words the child will read aloud with his head and body relatively still and without pointing to each word.

c. Given a simple written passage to read (Pre-read silently), the child will read aloud to the group with natural, easy posture and body movements.

5. Keep eyes ahead of voice.

a. Given a card with part of a phrase on one side and part on the reverse side, the child will read the phrase, turning the card before he has finished the last word on side 1.

b. Using a tachistoscope lesson on phrases (handmade on machine), the child will read aloud the phrase flashed. The exposures should move just a bit faster than his verbalizing.

c. Given a sentence, the child will complete the sentence orally although the teacher has covered the last word or phrase.

6. Demonstrate that sense dictates the use of comma, period, question mark, or exclamation point.

a. Given a sentence, written several times and punctuated differently each time, the child will read the sentences, following the punctuation.

b. Given a written sentence and the context in which it would be found, the child will read the sentence aloud.

7. Demonstrate expression and pace of reading according to purpose and content meaning.

   a. Given the purpose of noting and remembering facts in a written selection, the child will read the selection slowly and deliberately.

   b. Given the purpose of making the dialog in a written selection sound like real conversation, the child will read moderately fast, with speaking tones and quality.

   c. Given two written selections of different and varying content, the child will read each aloud.

8. Read quoted parts of stories for dramatization.

   a. Given a section of a story with quotations (previously read silently), the child will read aloud to make it sound as though the story-characters were speaking.

   b. Given a series of written quotations in dialog form, the child will read aloud in his turn to re-create the story situation.

9. Read in chorus.

   a. Given a statement, phrase or sentence orally (while looking at the same written), the children will repeat what was heard as they follow the words with their eyes.

   b. Given a list of phonograms, with various initial consonant substitution, the children will recite the words together.

   c. Given a responsive reading selection, the teacher will read her lines and the children will respond by reading their lines in unison.

   d. Given a flashed group of words, a phrase or a sentence, the children will read aloud in unison what they saw.

10. Read with expression and demonstrate interpretation.

   a. Given a written selection, the child will read aloud to indicate a mood or emotion.

   b. Given a written sentence, the child will read it several times, emphasizing a different word each time to change expression and meaning.

   c. Given a play, the child will read his part to show how the play-character felt.

11. Read to give pleasure and share information.

   a. Given a language experience story, created by the child, he will read it aloud to the class.

   b. Given an entertaining, short story with pictures, the child (after silent pre-reading) will read aloud and show pictures to the group.

c. Given a report that the child has prepared previously, he will read the report to the class.

12. Read with unexaggerated expression as in a natural conversation.

a. Given flash cards with simple directions or statements used in everyday life, the child will read them aloud with the usual expression.

b. Given a simple written dialog, the child will read his part orally in a conversational tone and style.

c. Given a portion of a story (previously silently read), the child will read it aloud to make it sound like the people in the story or like the author speaking to him.

13. Demonstrate uses of pause, intonation, inflection, and volume.

a. Given flash cards with known phrases that usually connote certain feelings, the child will read them with proper tone and inflection. (Ex. - Questions, Ejaculatory statements, Commands, etc.)

b. Given a poem or paragraph, the child will read it, emphasizing pauses for effect.

c. Given a song-poem, the child will read it and/or sing it, with various degrees of volume.

14. Exhibit self-confidence by successful oral reading.

a. Given an appropriate written selection and a tape recorder, the child will tape his oral reading and judge it successful by pre-set standards agreed upon by himself and the teacher.

b. Given an opportunity to read before the class, the child will volunteer.

c. Given a story to read to the group, the child will read it accurately, with expression enough to interpret the story and hold most of the group's attention.

15. Read orally, materials of increasing length from phrase to sentence, paragraph and complete story.

a. Given the opportunity to help create a language experience story, the child will read simple phrases that summarize the story.

b. Given the opportunity to help create a language experience story, the child will read sentences that tell the story.

c. Given the opportunity to help create a language experience story, the child will read the entire story aloud.

16. Read to verify and provide additional information.

a. Given a statement, the child will skim and then read aloud the part of the story that proves the statement.

b. Given partial information on an incident in a story, the child then locates and reads aloud the additional information sought.

c. Given a choice of answers on the board, the child selects and reads aloud the appropriate phrase or words in answer to a question.

17. Select a posture conducive to reading.

a. Given a book on appropriate interest and reading level, the child will assume his usual and comfortable position for reading.

b. Given a written selection of appropriate interest and reading level, the child will hold the book so he can read it without grotesque head or body movements or positions.

G. SILENT READING

1. Read with attention.

a. Given a paragraph and an appropriate purpose the child will read it with attention until he is finished.

b. Given suitable reading material, the child will attend to a given assignment until it is completed.

2. Select posture conductive to reading.

a. Given appropriate reading material the child will sit while reading in a natural, easy posture with his back reasonable straight.

b. Given suitable reading material, the average child will hold the book firmly about 12 to 18 inches from his eyes on a proper level.

3. Read rapidly to identify main ideas.

a. Given a suitable paragraph or short story to re-read and a list of four titles, the child will select the best title.

b. Having read a selection, the child will choose from three pictures the illustration which best depicts the main idea.

c. Having read a selection, the child will orally given another title for what he read.

4. Read rapidly to identify sequence of events.

a. Having read a portion of a story or a paragraph to read, the child will arrange sentences in a wall chart in the order in which the events in that portion of the story or paragraph took place.

b. Having read a story, the child will draw pictures illustrating what happened first and last in the story.

c. Given a suitable paragraph to read and a list of four related events, the child will number the events in the order in which they occurred.

5. Read rapidly to classify materials.

a. Given a written list of 10 items, at least 5 of which are animals, the child will select the ones that are animals.

b. Given two phrases related to a story read (such as "in the water" and "not in the water") and a printed list of words the child will correct words to match each phrase.

c. Given a story the child will select and classify by listing all the living and non-living things.

d. Given sets of four words each, one of which does not belong in the same category as the other three, the child will identify by circling the word that does not fit.

6. Read to locate information.

a. Given appropriate material the child will locate the page that contains the answer to a given factual question.

b. Given a picture dictionary the child will locate the page on which a given word appears.

c. Given a book with a table of contents, the child will find the title of the story on a given page or find the page on which a given story begins.

d. Given a printed question related to a story read, the child will select from the wall chart the correct answer to the question.

7. Read to follow directions.

a. Given a written list of 4 steps needed to make something, such as a valentine, the child will follow the directions and successfully perform the given activities.

b. Given a list of duties for the classroom with a student's name next to each duty, the child will perform the duty when his name appears there.

8. Select reading materials for self-enjoyment.

a. Given a situation in which the child can select from 3 reading games, he will select one that appeals to him.

b. Given a situation in which the child can select his own reading materials, he will do so.

9. Demonstrate comprehension and retention of material which has been read silently when material is removed.

a. Given the opportunity, the child will tell what he recalls from reading a particular paragraph or story.

b. Given the opportunity, the child will tell the names of at least two characters from the story read.

c. Given the opportunity the child will answer questions related to Who, What, Where, When, and Why, of the story read.

d. Given the opportunity, the child will ask the teacher a question about the story read.

10. Select rate of reading to purpose.

a. Given a specific question to answer, the child will skim and find the sentence giving the specific information.

b. Given a quotation from a story, the child will skim until he locates the speaker who said the words.

c. Given three specific questions, the child will read at a rate that will enable him to answer those questions after one reading.

11. Express verbally what has been read silently.

a. Given appropriate material, the child will tell about three things he remembers from his reading.

b. Given suitable material, the child will tell what happened at the beginning, middle, and end of the story.

c. Given appropriate material, the child will retell the story in his own words.

H. CRITICAL READING

1. Describe personal experiences.

a. After a teacher reads a selection from a storybook, the student shall orally relate similiar personal incidents.

b. After viewing a filmstrip about Fire Prevention, the student shall visually represent a situation that may have occured to himself or a friend.

2. Identify words in written materials which express sensory reaction.

a. Given a list of sensory words the student will categorize the words into proper headings and give an oral response for his reasoning.

3. Demonstrate sensitivity to sensory impressions.

a. Given a paper bag filled with various objects representing the six senses, the students will choose an object and orally discern the sense category that the object belongs to.

4. React to emotions of characters in stories, plays, and books.

   a. Given a record with two different endings, e.g., sad or happy, the student will discuss the best ending and give reasons for their particular choice.

   b. Given a set of puppets, the student will select a puppet and introduce him/her to the group as his most famous friend from bookland and give reasons as to why this character was chosen.

5. Evaluate characters' emotions.

   a. Given pictures that denote feelings, the child will identify the emotions displayed.

   b. Upon the completion of two different stories, the student will cite characters that displayed the emotion of love, one that displayed the emotion of fear, and one that showed anger.

6. Interpret the viewpoint, tone, mood, and purpose of the author.

   a. Given a short synopsis of an author's biography, e.g., Hans Christian Anderson, the student will visually represent their mental picture of him.

   b. After listening to three stories by the same author, the student shall discuss the mood and tone of his three stories.

7. Distinguish Fact from Fancy or Opinion.

   a. Given a cassette player and a cassette containing one short true tale, and one nonsense tale, the child should be able to distinguish between the two by giving realistic reasons.

8. Predict outcomes.

   a. Given five riddles on a sheet of paper, the student will read and conclude the correct answers to the riddle by illustrating the correct response.

   b. Upon partial completion of a familar story the child will discuss and/or illustrate an ending to the story.

9. Draw conclusions.

   a. Given a list of three simple directions in sequence, the child will draw conclusions about the end product.

   b. Having listened to a story, the child will conclude the reasons for the characters actions orally and/or dramatically.

10. Demonstrate sensory reaction through trips.

   a. Given a field trip to the bakery, the student will orally relate how his sense of smell, taste, hearing and seeing helped him to enjoy his trip.

11. Recognize and interpret relationships of ideas.

a. Given two sets of pictures and two sets of captions (one word) the child will match the pictures with the correct captions.

b. Given two sets of pictures, the student shall orally give captions or titles to the pictures.

c. Given two objects or pictures with one or more similarity, the student will identify the similarity.

12. Detect meaning beyond literal fact (Implied meaning and inference).

a. Given a selection, the student will be able to relate the moral in the story.

b. Given a selection, the student will be able to give the reason the story may have been written.

13. Evaluate story situations and character action.

a. Given a story that has two opposing characters, the student will demonstrate the qualities of the two characters actions, orally, visually, etc.

14. Offer supporting data to prove a point.

a. Given a film, the student will discuss and illustrate examples that substantiate the film's message.

15. Interpret mass media.

a. Given a cartoon, the student will orally give his interpretation of the cartoon.

b. Given a blank film strip, the student with the help of the teacher, will visually create a comic strip of four sections.

I. VOCABULARY

1. Identify a basic sight vocabulary.

a. Given an illustration of a basic concrete word and its printed symbol, the student will match the two.

b. Given colors and color words, the student will match them.

c. Given numbers and number words, the student will match them.

d. Given the opportunity the student will orally identify the 95 Dolch Common Nouns.

e. Given the opportunity the student will orally identify the 220 Dolch Service Words.

2. Select the proper meaning from context.

   A. Recognize picture clues.

      a. Provided a picture, the child will explain what is happening.

      b. Given a picture and a sentence relating to the picture, the student will derive the unknown italicized noun from the picture.

      c. Provided a picture with a caption in a book, the child will relate what the print discusses.

   B. Select Word Meaning.

      a. Provided a mimeographed sheet of simple sentences composed of low vocabulary sight words, the child will provide the word that is missing from the sentence, with a word that makes sense.

      b. Provided a mimeographed sheet of low vocabulary simple sentences with one word omitted, the child will select the correct word to complete the sentence. This selection will be derived from the three gross choices presented; e.g., ball, cent, look.

      c. Provided a mimeo-sheet containing low vocabulary simple sentences with one word omitted, the child will select one of the three words presented with minimal sound differences; e.g., fed, bed, wed.

   C. Select Phrase Meaning.

      a. Provided with a picture and three simple phrases, the child will select the phrase that best suits the picture.

      b. Provided with one simple directional phrase, the child will respond motorically to the direction.

      c. Provided with three simple phrases on cards, the pupil will select the one read to him.

   D. Select Sentence Meaning.

      a. Provided with an action picture and three sentences, the child will select the sentence that best depicts the action.

      b. Provided with an object and three simple sentences, the child will select the sentence that relates to the object.

      c. Presented a pantomined activity, the child will select the correct response from a group of four simple printed sentences.

3. Recognize root words.

   a. Given a list of familiar root words to which endings have been added, the student will circle the root word.

4. Identify word categories.

   a. Given ten cards, each with a color word or number word, the student will separate the cards into their appropriate categories.

   b. Given a list comprised of animal and people words, the student will place an "A" before each animal word and a "P" before each people word.

5. Recognize inflectional endings.

   a. Given a series of words containing the endings s, ed, ing, the student will underline each ending.

   b. Given a group of root words, the student will add the stated inflectional ending; i.e., ing to each word.

   c. Given a set of singluar words whose plurals are formed by adding "s", the student will write their plurals.

6. Recognize compound words.

   a. Given a list of compound words, the student will identify the two words used to form each compound word.

   b. Given two sets of cards, each composed of one part of a familiar compound word, the student will arrange the word parts to form each compound word.

7. Identify synonyms, antonyms, and homonyms.

   a. Given two lists of words, the second of which contains antonyms of the first list, the student will match the pairs of antonyms with lines.

   b. Given an oral list of five words, the student will supply orally antonyms.

   c. Given a list of known words some of which are synonyms, the student will indicate those which are synonyms by placing an "S" before the proper pairs.

   d. Given three cards containing words and another three containing synonyms the student will match the card with its corresponding synonyms.

8. Demonstrate proficiency in the use of the dictionary.

   A. Recognize purpose and types of dictionaries.

      a. Given a picture dictioanry, the child will discuss when to use this book.

      b. Given a picture dictionary and a different type dictionary the child will be able to distinguish between the two.

B. Demonstrate alphabetization.

a. Presented with 26 different cardboard letters, the child will put them in alphabetical order.

b. Given 5 oaktag letters chosen at random from the alphabet, the child will alphabetize them.

c. Given three childrens names on flash cards, the pupil will alphabetize them.

d. Provided with three words written on oaktag (with different initial letters) the child will alphabetize them.

C. Locate the parts of a dictionary.

a. Given a picture dictionary, the child will locate the front, middle, and end of it.

b. Given a particular page, the child will locate the top, middle, bottom, left, and right.

c. Given a page in a picture dictionary, the child will locate the guide letters and entry words.

D. Recognize the use of guide words.

a. Given a letter, the student will locate the guide letter in a picture dictionary.

b. Given an unknown word on oaktag, the child will attempt to open the picture dictionary to the correct guide letter.

E. Recognize entry words.

a. Given a picture dictionary and an unknown word, the child will locate the entry word and identify the word from the picture.

b. Provided a picture dictionary and a word printed on oaktag, the child will locate it in a reasonable amount of time.

c. Given a picture dictionary and three words with different initial letters, the child will locate the words and record their page numbers in a reasonable amount of time.

9. Recognize words often confused.

a. Given two words presented visually that are often confused, the student will use each orally in a sentence; i.e., their, there.

10. Recognize emotive words.

a. Presented a word, the student will dramatise the feelings he derives from the word; i.e., "mud", "candy".

J. COMPREHENSION

1. Identify the main idea.

   a. Given a picture with three titles, the child will select the best title that describes the picture.

   b. Given a picture with three sentences, the child will select the sentence which best describes the picture.

   c. Given a short selection to be read the three sentences, the child will select the sentence that best expresses the main idea.

2. Interpret the meaning of the printed word.

   a. Given a set of labeled pictures and a set of matching labels, the child will match the labels to the corresponding pictures.

   b. Given two pictures, a sentence and one question, the child will circle the picture that answers the question.

   c. Given a sentence containing a blank and two words, the child will select the word that best fits the context of the sentence.

3. Interpret information from illustrations.

   a. Given a sentence with an unknown word and a picture of the unknown word, the child will read the sentence.

   b. Given a picture and three words, the child will draw a line under the word that names the picture.

   c. Given an unfinished oral story and a picture that shows how the story ends, the child will tell how the story ends.

   d. Given a picture, the child will answer questions about mood, setting, or character action whose response is implied within the picture.

4. Interpret graphic materials and printer's devices as context clues.

   a. Given a sentence which contains one concrete illustrated word (rebus), the student will read the sentence orally.

   b. Given one picture containing three stores and given a list of words related to the stores pictured, the child will match the words to the appropriate store.

5. Identify the relationship between context clues and other word perception skills.

a. Given a sentence containing an underlined unknown word the child will read it.

b. Given the oral reading of the above sentence, the child will tell how he arrived at the new word.

6. Select word meaning by sentence, context, association of ideas, analysis of a word.

a. Given a picture with several words (phrases and/or sentences) below, the child will underline the word (phrase and/or sentence) that best describes the picture.

b. Given a sentence with a word omitted and a selection of three phonograms, the child will circle the correct phonogram.

7. Interpret simple phrases.

a. Given a phrase the student will illustrate the meaning.

b. Given a card with a directional phrase, the child will follow the direction.

8. Interpret simple sentence by reading, writing, and speaking in sentences.

a. Given an opportunity to write a language experience story, the student will contribute a sentence.

b. Given a language experience story, the child will read it.

c. Given a language experience story, the student will illustrate it.

9. Distinguish between sentences that tell, ask, exclaim, or command.

a. Given an oral snetence, the student will stand if the sentence asks a question.

b. Given a simple sentence, the child will tell if the sentence asks a question or tells.

10. Interpret directions.

a. Given an oral direction, the student will follow it.

b. Given a written direction, the student will follow it.

11. Identify story theme and main characters.

a. Given an oral story the child will tell the theme of the story.

b. Given a pre-read story, the child will tell about the most important character.

12. Select an appropriate title for a paragraph or original story.

    a. Given a language experience story, the child will give it a title.

    b. Given a pre-read selection and three titles, the child will circle the best title.

13. Identify sequence of ideas and events (by events in order of occurrence).

    a. Given three or four pictures of phases of an event, the child will place them in order.

    b. Given three simple sentences on cards from a pre-read story, the student will arrange the cards in proper sequence.

14. Retell a story in organized, accurate fashion.

    a. Given a language experience story, the student will retell the story accurately.

    b. Given a fairy tale read orally, the child will retell the story accurately.

15. Demonstrate comprehension through multiple meanings.

    a. Given a word with multiple meanings and appropriate materials, the child will illustrate the meanings.

    b. Given a word with multiple meanings, the child will use it orally in a sentence.

K. APPRECIATION AND ENRICHMENT

1. Demonstrate pleasure and emotional satisfaction from prose and poetry and other literary forms.

    a. Given an oral reading of a poem, the student will volunteer to give a dramatic interpretation of the poem.

    b. Given a humorous story the student will show overt signs of enjoyment. (smiling, laughing, etc.)

2. Demonstrate knowledge of the world about him.

    a. Given a tape recorder, the student will tell what he feels makes up the world.

    b. Given the transcription of the above story, the student will re-read his story to the class.

    c. Given a discussion about man and his environment, the student will make a collage of people, objects, etc., that make up his world.

d. Given the completion of the collage (above), the student will descirbe his choices and the teacher will record them on the collage.

e. Given the completion of the collage (above), and the adjoining words/phrases, etc. (above), the student will re-read his thoughts.

3. Demonstrate knowledge of the similarities and differences in cultures.

a. Given a story about an American boy and a story about an Indian boy, the student will orally compare the differences in culture; i.e., food, play, etc.

b. Given a filmstrip or pictures on another culture, the student will draw (copy) objects that were familiar to him and discuss their use.

c. Given an American doll and foreign doll, the student will tell how the clothing of the two differ.

d. Given a list of words describing the two dolls above ("c"), the student will read the words.

4. Demonstrate knowledge of the physical world,

a. Given a short selection on animals and their habitats, the student will draw each animal and its place of shelter.

b. Given the names of three familiar animals on the board, the student will draw the animal and the type of food the animal eats.

c. Given the drawing of an animal and its food, (above "b") the student will label the drawing.

5. Demonstrate understanding of self in relation to society.

a. Given opportunity to draw about family, the student will draw a picture of himself in a favorite family situation.

b. Given the above picture ("a"), the student will write a caption for the picture and read it to the class.

6. Recognize value of varied experiences and interests in literature.

a. Given an oral selection on fantasy, the child will relate how some incidents in the story could only happen for him through the use of literature and the imagination.

b. Given a collection of reading books, the child will select a book and read it.

c. Given a short play, the student will volunteer to read the lines of a character attractive to him and assume the roll of that character.

7. Form sensory images through literature.

   a. Given an oral selection on monsters, the student will draw his visual image of the monster.

   b. Given an oral nursery rhyme, the student will orally descirbe his interpretation of the rhyme.

8. Exhibit creative expression of impressions gained from literature.

   a. Given a pre-read selection and clay, the student will use the clay to form his impression of a character in the selection.

   b. Given a story previously read or heard, the student will pretend to be a character from the story.

BIBLIOGRAPHY FOR CONTINUOUS PROGRESS LEARNING

1. Organizational Patterns of Schools and Classrooms for Reading Instruction
   Harry W. Sartain - University of Chicago Press, Chicago
   Chapter VI - page 195-236 (comprehensive). A research study on pattern and practices in Continuous Progress Learning.

   Innovation and Change in Reading Instruction
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2. The Continuous Progress Plan at Falk School
   Harry W. Sartain and the Falk School Faculty - 1966 (mimeographed) Pittsburgh School of Education - University of Pittsburgh. A description of a model program on Continuous Progress Learning.

3. The First "R"
   Mary C. Austin - Coleman Morrison -
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   A field study on teacher training (and) for competent reading instruction to undergraduates.

4. Improving Classroom Reading Instruction
   Nicholas P. Criscuolo - New Haven, Connecticut Public School
   Charles A. Jones Publishing Company
   Worthington, Ohio (1973). This is a "hands on" practicum Reading book. It includes methods and materials for good reading instruction at the elementary level.

5. Practical Approaches to Individualizing Instruction
   Rita Dunn and Kenneth Dunn
   Parker Publishing Company, Inc.
   West Nyack, New York, 1972. A book of practicum related to theory for Individualizing Instruction. Excellent handbook for administrators and teachers. Steps for program implementation are simple and useful.

6. The Elementary School Curriculum

   Ruth C. Cook - Ronald C. Doll
   (Allyn & Bacon, Inc. Boston, Massachusetts)
   (470 Atlantic Avenue) 1973. Challenging views on Continuous Progress Learning Steps in Beginning Continuous Progress programs, and Staff Development.

7. Continuous Progress Education - 1971
   A Practical Approach
   Maurice Hillson and Joseph Bongo
   SRA - College Division
   165 University Avenue
   Palo Alto, California 94301
   Practical Apporaches to achieving certain features that relate to Continuous Progress. It presents concepts and ideas calculated to encourage educators to develop Continuous Progress programs. It is a "how to" book.

8. A Modern Guide to Effective K-12 Curriculum Planning
   Franklin P. Morley
   (Parker Publishing Company, Inc., West Nyack, New York - 1973)

CASSETTE TAPES

Instructional Dynamic Incorporated Info-Pak
   Sidney P. Rollins
   (Rhode Island College)
   These tapes include - philosophy, administrative practices, teacher involvement, planning and implementation, and learning activities for Continuous Progress learning. These tapes can be obtained from Rhode Island College Curriculum Resource Center.

5 cassette tapes, entitled:
   Individualized Instruction in Continuous Progress

9. Strategies for Reading in the Elementary School
   Clifford L. Bush - Mildred Huebner
   (Macmillan Company, 866 Third Avenue, New York, N.Y. 10022
   This text is written for prospective teachers. It has an unusual balance between theory and practice. It is geared especially to undergraduate students. It also contains newer reading methods and materials and produces evaluative procedures for the classroom teacher.

10. A Modern Guide to Effective K-12 Curriculum Planning
    Franklin P. Morley
    Parker Publishing Co., Inc. West Nyack, N.Y. (1973)